

THE
Connecticut Common School Journal
AND
ANNALS OF EDUCATION.

VOL. I.

HARTFORD, APRIL, 1854.

No. 4.

TAXATION FOR THE SUPPORT OF SCHOOLS.

BY HON. ALFRED HALL, OF PORTLAND.

No. I.

"Every child, as it was born into the world, was lifted from the earth by the genius of the country, and, in the statutes of the land, received as its birth-right a pledge of the public care for its morals and its mind."

Bancroft's Hist. U. S., vol. 1, p. 459.

OUR splendid school-fund was never designed to be used, or rather abused, by property holders, as a plea in bar against taxation for support of schools. To exempt from taxation! Why, to whom but to children, to whose use and benefit but to the use and benefit of the children of the state, is that fund by the constitution and by law solemnly pledged? Parents may, indeed, as such, receive help thereby, but not as property holders, not as tax payers. To exempt the property of the state is, and has been, a miserable perversion of the very end and aim of every design of the school-fund. Previous to its establishment every acre of land and every dollar of the *grand list* constituted a school-fund. The first laws of the colony established schools, and provided a tax for their support under heavy penalties upon the towns. What better fund could be provided? Here was a "pledge of the public care" of our founders over the "minds and

morals of children." To secure their noble ends, adequate means were provided by a recourse to an adequate fund—a fund, the measure of whose income was the want to be met. Why not now pay the requisite amount, using the income of our school-fund so far as it does go, but *pay the needful sum*. Let the towns perform their functions as of old, and the citizens in town-meeting assembled be the judges of their own wants. Would they now be too poor in property or too feeble in spirit, *too mean* to support schools by tax, when the *income of the fund is added*? Should this added income excuse from former just and righteous duties, to the performance of which the people of towns are no less incited than were our forefathers? In this day the history of the past, the privileges of the present, and the security of the future, call as loudly as ever on the generation that now is, to guard well the pillars of virtue and intelligence which sustain the fabric under which we live. Are the present generation, I ask, less able than the generation of their grandfathers? But the school-fund now is made by law to yield a bounty on ignorance: it makes ignorance according to law consistent with the provisions of law. Its effect is to limit by law the means of educating to the small pittance of school-fund dividends. There is no law, as formerly, to establish schools cost what they might, leaving that to the proper tribunal, the tax-payers themselves.

Yes: the school-fund of Connecticut, since 1798, and particularly since the fatal enactment of 1821, has indeed spread its blessed mantle over the poor children, and shut out the light of education. But for that fund—I should say the perversion of that fund—the stanch laws formerly in beneficent operation, enacted by the founders of colleges, the founders of churches, the founders of schools, would still be as the sun in the heavens, to enlighten and guide the minds of our children, the *children of the state*.

The state of Connecticut has, by devolving all special care of schools upon school societies, upon corporations without souls, robbed its towns, as such, of its dearest and best rights. Its citizens are thus effectually deprived of a high privilege and restrained from the performance of a most commanding duty. Republicans as they are, they, as citizens of towns, can not see to it to guard their republican institutions against the overshadowing blight and curse of ignorance. Independent sovereigns as they are, or proudly claim to be, they yet wield a vain sceptre; they have no power over their greatest enemy. The brightest jewel in their diadem has been stolen away from them. Towns have no power over education: cities have no rules to lay

down; their meetings of mayor, aldermen and common council have no regulations to make, can entertain no petitions, can grant no funds toward educational purposes. They may lay out streets, regulate sidewalks, make gutters and sewers, and take account of the expenses therefor, but they can do nothing for schools. Shame on our state! that its citizens quietly submit to such gross injustice. They quietly allow *ecclesiastical* societies to *pretend to perform* duties which towns only, as such, can perform. These ecclesiastical societies, as such, in their day were well enough, but when constituted into school societies, as in 1798, they became worse than useless, and have from that day been each and all worse than that body of death from which the holy Paul desired deliverance. As they now exist, those school societies are the debris of a past age, unfit to claim affinity to any organized bodies under heaven. Why not establish *pauper* societies or *highway* societies or *lamp* societies, and by so doing relieve town meetings and city meetings of all their duties, and rob them of all their remaining powers? Do so at once, we beg of the powers that are, or else we demand the restoration of that, the most precious of all others, of which we have been deprived: give back our former right to educate. Give us a law restoring again to the *people* in town meeting assembled their own legitimate power, their own peculiar *town duty* and *obligation*, to set up schools at town charge according to such rules and regulations as they may vote to adopt, and in such number and of such grade as they may vote to be taxed for. Where are our public men? Where are the men who claim to be the guardians of the people's rights? Where is that vigilance, eternal and sleepless, worthy of freemen; Such a law is right and just. It is necessary, and is demanded now, and will not and must not be denied to a people like the people of Connecticut.

EDUCATION.

In a little spot of ground well mellowed and enriched, a householder sets the tender plant of a forest tree. With the greatest care he separates and adjusts its thread-like roots, and covers them with finely pulverized earth. He secures the plant in a perfectly upright position, waters it from time to time, and shields it from all possible harm from Nature's elements or the wanton attack of beast or man.

Under this kindly treatment it at once begins to grow and thrive; it pushes its roots downward and lifts its top upward, while multitudes of vigorous shoots start forth around its tender trunk. Still its owner attends it with watchful care, pruning the too thrifty branch, stimulating the deficient, and ever maintaining a mellow and fertile soil about its roots. In a few years the result of this timely and appropriate care bestowed upon its early youth is exhibited in the development of a perfectly symmetrical and beautiful tree. The fleeting years add increasing beauty and strength, till now, at length, "when a hundred years have fled," there towers up before the admiring beholder a tree of perfect form and proportion, whose lofty top surpasses the arrow's flight, and whose sturdy branches defy the winds and storms that assail it. It has become an object which powerfully attracts the notice of the passer by, and holds him enchained, as it were by a spell, with its vision of beauty and grandeur.

Let us apply this now, as an illustration, to the education of the mind—that plant of immortal growth. If this be placed in favorable circumstances; if a proper direction be given to its first efforts; if it be supplied with appropriate nourishment which shall duly stimulate and strengthen all its powers, while assiduous care is used to guard against every cause which may urge to excess, or too much retard its growth; and if this care be faithfully and unremittingly applied, particularly during the years of its early development, with a zeal at all proportioned to the attainable results, what language can adequately describe the glorious beauty, the peerless dignity and excellence, with which it shall be invested by an education so conducted.

A thorough education! Who that reflects upon the depth of meaning contained in these words, that has but a faint glimpse even of the glorious vision which they embody, does not long in his inmost soul to realize for himself the results of a true education, and is not willing to make any sacrifice to secure so priceless a blessing.

How great the honor to be engaged in the work of directing and training a principle of such powers and capacity as the ever unfolding, ever growing mind; for from what labor bestowed on any conceivable object of human ambition, hope or desire, can results so splendid, and influences so controlling and far-reaching, be wrought out? Let the teacher, then, be greatly stimulated to more earnest and persevering labor in his work, from a full conviction of its superior excellence and dignity both as to its motives and its end, and with the never failing hope that "in due time he shall reap, if he faint not."

E. L. H.

TO PARENTS.

THE success of a scholar in accomplishing the objects for which he attends school is very largely affected by the influences exerted upon him by his parents at home. This is too obviously true to need illustration, and yet, could parents see daily the illustrations of it which teachers are obliged to see, and not unfrequently to mourn over, we are sure they would be impressed by them, and have a truer appreciation of the relation they sustain to their children's success at school. We feel deeply interested in this matter, as co-workers with parents in the education of their children, and therefore respectfully but earnestly, invite their attention to the following paragraphs:

1. Take pains to impress on your child the value of his school privileges. Do this not so much directly, as by manifesting a warm interest in his studies and school exercises. Talk with him of his industry, of his deportment, and his lessons. Let him see you at school, observing his habits, listening to his recitations, and conferring with his teachers. At any rate, let him have daily evidence at home of the deep, affectionate anxiety with which you regard his discharge of his school duties.

2. See that he is regular and punctual in his attendance: this is of vital importance. Would that all parents appreciated the evils arising from one absence or one tardiness in a school.

3. See that he has suitable books to enable him to prepare his lessons with his classes.

4. Give him no encouragement or help in avoiding difficult lessons or exercises. Rather encourage and stimulate him bravely to encounter and overcome every difficulty, and grow strong by the effort he makes.

5. Let him see that you sympathize with his teachers, and seek to cooperate with them in carrying out their plans for his improvement. Is a report sent home for your examination? interest yourself in it. Is a weekly card of approbation offered to those scholars whose industry and fidelity may be such as merit it? encourage him to strive to obtain it.

When we think of the greatness and importance of the work of education, and of the infinite consequences depending on its right performance, we feel like asking despondingly, "Who, teacher or parent, is sufficient for these things?" But let there be a hearty, intelligent sympathy and cooperation with each other, on the part of

faithful, devoted teachers and the parents of their pupils, and a lively interest and real progress in their school duties may be looked for in the children.

E. A. L.

(*Stamford Advocate*, Jan. 31, 1854.)

VACATIONS.

MESSRS. EDITORS:—The subject of *vacations* is now before the public mind, and it appears desirable that it should be thoroughly examined into, that the discussions may be followed by some practical results.

I am prepared in the main to subscribe to the views already advanced by your correspondent F. B. P., and especially to the truthful and graphic description he has given in his second article, of the wearing down of the physical powers of the faithful teacher, as the days and weeks of the school-term pass away. I doubt not scores and hundreds of toiling, devoted teachers through the state, as they read that paragraph, felt a throb of sympathy with the writer, and almost imagined that he was there sketching their own personal history. His previous paragraph upon the teacher's sympathies with his pupils, and his labors with and for them, both in and out of the school-room, is no less impressive and truthful.

But from the sentiments advanced in the first two paragraphs of his article I must beg leave to differ seriously and decidedly. He says, "Children properly taught, and often if improperly taught, do not need them," (vacations.) I would say, that children, *if properly taught*, imperatively need them, and need them scarcely less than the faithful teacher needs them. Some may suppose that this point has not much practical bearing upon the main topic before us. But I shall attempt to show briefly to the contrary, and to show that it is highly important that it be set right at the beginning.

It is important in order that parents may have more just views of this subject than many of them have at the present time. The laws that regulate and govern youthful feelings and youthful minds are but little reflected upon, and still less understood by the great majority even of teachers, and much less by parents. Those parents who have but a limited amount of mental cultivation, and not very extended views of subjects in general, can not be expected to understand these laws, or to have correct views upon them, unless they re-

ceive those views from men whose whole business is to deal with children, and who have themselves cultivation and power of reflection sufficient to qualify them to draw correct conclusions.

We need not go back to the dark ages to find men who were possessed of sufficient ignorance and stupidity, to urge and claim it as a right, that teachers should spend as many hours with their pupils in the school-room as the most diligent farmer expends in toil; and we need not go many miles abroad to find those who will advocate the practice of having six full school-days in a week, for fear a teacher will not earn his money. Others have absolutely objected to having a teacher come into the district that would ever be caught with a book in his hand, attempting to add a single idea to his own stock of knowledge; urging that it was his duty, as he journeyed from house to house to obtain a night's lodging, to devote his evenings, if not to spelling-schools and the like at the school-house, at least to the children where he was boarding, and to conversation with the family—if listening by the hour to gossip and slander upon the families in the neighborhood, from the female portion of the circle, or to unreasonable and unheard-of *yarns* from the head of the family, could be called conversation. (I speak not unadvisedly, for I draw directly from six years' experience in teaching-Connecticut district schools and boarding round.) And many teachers who now have occasion to engage by the year, meet with those who insist upon the greatest number of weeks to be included in the school year that can possibly be screwed from the teacher, on the plea that he is paid by the year, and owes all his labor and time to the children he is employed to teach.

These days of darkness and barbarism have not yet all passed from our state; and this is why I regret to see such a sentiment circulated in our Journal, as that to which I have objected. While selfishness reigns supreme as it now does in the human heart, many of those parents in the less privileged walks of life will not let go their hold upon such crude and ill-founded notions in regard to education, as those to which I have referred, until a flood of light has been poured in upon their minds, making it clear as the noon-day to them, that all such extravagant and barbarous regulations in the management of schools are no less an imposition upon the mind and body of their children, and upon all their best interests, both for time and eternity, than they are a crushing incubus upon the health and energies and very lives of teachers, provided those teachers are such as deserve the name.

It follows from the above, that it is important that teachers should have just views upon the point as to whether children need a vacation or not, or rather that they should clearly understand all the existing reasons why *they* need vacations as well as teachers—provided such reasons do exist—in order that they may be prepared, as they circulate among the parents of their several districts, to shed upon *their* minds the light of which we have spoken, and thus help to disperse the clouds of darkness and ignorance, that still rest with all the gloom of night upon some of the less favored portions of our state, notwithstanding some of those who occupy the centres of intellectual light and knowledge among us may be ignorant of the extent and depth of that darkness, or even of its very existence.

And this light must be shed to a great extent by teachers, or not at all, and by them in person; for those who need it most among parents are the very ones who seldom read educational journals, and scarcely the most common newspapers.

Teachers, then, must remedy this evil, by setting their faces as a flint against making any engagements to teach—no matter what amount of remuneration may be offered—a greater proportion of the time than the good of themselves and of the children will allow.

And while they do this they must be prepared to give a good and sufficient reason for their views on this subject, such as will satisfy and convince those by whom they are employed, that they are seeking the highest and permanent improvement of the children committed to their charge.

Lastly, they must be prepared to instill into the minds of the rising generation such views of their own physical and intellectual nature as will lead them to entertain more correct views upon the subject we have been considering, than have most of their parents who have gone before them.

I intended, when I seated myself to pen this article, to have discussed the point as to whether children need a vacation or not; but finding some preliminaries necessary, and having considerable that I deem important to say upon the main topic, I have, toward the close of my remarks, anticipated a little, for the sake of finishing up minor points, and leaving the main question unbroached for discussion in the next number of this Journal.

G. B. D.

SOUTHINGTON, Feb. 11, 1854.

SUNBEAMS FOR A SCHOOL-TEACHER.

Is *tardiness* the cloud under which you grope along so despairingly morning after morning? Do the children come lagging in, five, ten, or fifteen minutes after nine? Have you been forced to the conclusion that your labors in this direction are fruitless? Let me tell you what I saw just before school-time one bright morning not long ago.

The coasting on the hill was what the boys all declare to be "glorious," and at the foot of the long, smooth course was a little boy with a tin pail, going on an errand, accompanied by Frank. Just here Charley met them. "Where are you going?" "Mother sent me up to Mr. Smith's, and I've got my sled: I shall have a grand ride down the hill." "Well, you'll be tardy—there's the bell now;" and Charley started. The errand boy turned to go on; Frank hesitated. "Come along Frank; let's hurry and get to the top." "I don't want to be tardy," said Frank, slowly; "Oh come along; never mind for once." Frank looked wistfully up the long white path, debating the question. "How the sled *would* fly down there. But there's the teacher; she does wish to have us there early; and I suppose I ought to go. *I will.*" Frank's eyes grew brighter; he had decided. "No, I can't; I am going to school; wait Charley."

May be *you*, teacher, saw no unusual light that morning; but there was a shining on Frank's face that *ought* to have been a sunbeam to you.

Are cloudy, stormy days one dull, vapory mass of absences, failures, broken classes, and half-learned lessons? Do the parents in your district seem utterly indifferent whether their children are at school or not, unless the sun shines in unclouded splendor? You have not forgotten the morning it snowed so. You went to the school-room window, and hopelessly thought of the vacant seats, the almost worthless to-morrow, when neither Susan or Mary or Henry or John would "know where the lesson is," because, forsooth, "I wasn't here yesterday." I wish that while you stood there you could have seen a little hand-sled with one very little girl wrapped up and tucked on it, while before it, trampling down the deep snow and breasting the wind, was her tall, strong father, carefully drawing after him the tiny, precious burden: your heart would have rejoiced. Even if she *were* going to some other school-room than yours, you would have felt as I did, that there was the concentrated light of *one* warm ray on that little sled.

Another beam shone out that morning, that might have done you

good. It came in the shape of a sleigh, freighted with four children—*small* children. The horse was no other than good honest Patrick, who, assisted by Alfred pushing behind, thus conveyed the young people safely to the school-house gate, and then, carefully lifting little Martha, the youngest of them, in his arms, set her little feet on the floor she had been so determined to reach.

Perhaps you are right in feeling that few sunbeams lighten your path. But open wide your eyes to see, and your heart to be warmed by every wandering ray that does fall near you. Be more faithful, more hopeful,

“For behind the cloud is the sun still shining.”

J. A. B.

THE BIBLE IN OUR SCHOOLS.

In our last number we urged the use of the Bible in our schools as the only way to secure among the young an effective style of reading the Scriptures, and as an indispensable aid to the teacher in the efficient moral training of his school.

But would it be right to retain the Bible in a public school, if there should be conscientious scruples against its use? And how far should the use of the Bible be insisted upon? These questions are likely to be forced upon our attention yet more than they have been, and upon a truly wise and Christian settlement of them may depend the future success of our schools.

Two very different questions regarding the use of the Bible may arise, which would demand as different answers.

Infidelity may demand the utter exclusion of the Bible, and sectarianism may insist upon some particular version of it. The first case is a question of Bible and no Bible; the second respects only the version to be used.

The first of these two propositions is easily disposed of. The right and the policy of maintaining the use of the Bible in opposition to any such demand, is both clear and imperative. The Bible has always been in our public schools; indeed, those schools had, as one of their fundamental aims, to teach the youth how to read understandingly “the laws of the commonwealth and the good word of God.” Both in Massachusetts and Connecticut it was the leading motive for establishing schools, that through God’s blessing on this

institution, "all their children and apprentices may attain at least so much as to be able duly to read the Scriptures and other good and profitable books." And, as if to be still more definite in regard to this design, these schools were established to counteract the "chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures."

Such was the leading design of the founders of the public schools, both in Massachusetts and Connecticut. These schools led to the establishment of public schools wherever they now exist in our country; and as far as the popular voice is concerned, no change has been made or suggested. True, other studies have been introduced, as the schools met the conditions on which they were established, and could very well accomplish more than this simple aim embraced; but it is worthy of record, that no other aim was allowed to supersede or exclude this. It is true that the generation of native citizens of these two states—grown to manhood in the middle of the last century—had learned to read "the Scriptures and other good books" with a uniformity never before attained by any generation of men in any country; and it is also true that the general intelligence, growing out of so universal an ability to read, is the true key to whatever triumphs, whether in religion, in politics or in social life, that generation accomplished.

If, indeed, in addition to the intelligent reading of the Scriptures, our public schools can carry forward our scholars over a wide range of important studies, we rejoice that they can do so much more than, in their origin, they were expected to accomplish. But we should deprecate such a change in the policy of our schools, as would most effectually exclude the most essential aim of their earliest establishment.

Still, these schools are under the ultimate control of the people. Should the people, in the way of legitimate authority, vote the Bible out of school, those of us who could not endure the exclusion would be obliged to make other provision for educating our children. We should look upon so revolutionary a move as harmful every way, and should exert ourselves to the utmost to restore our school policy to that noble standard, under which it has proved itself to be the true nursery of true men and noble women, and the most uniform and powerful defender of the rights—civil and religious—of the age.

If it be insisted by the opponents to the use of the Bible, that they can not in conscience read it or have their children read it, we are ready to reply, we dare not *in conscience* vote to exclude from our

system of public instruction that word which was furnished as the enlightener and purifier of the human conscience, and to whose influence these schools owe their existence. We should earnestly contend that in settling this question, one man's conscience has equal liberty with that of his neighbor. To the decision of the majority, the minority must either submit or withdraw from the benefits or mischiefs of the schools. We see no other practicable or just method of settling this question, and we only plead that the day may never come, when any generation of voters in New England shall lay so sacrilegious a hand on our public schools as to exclude from them the reading of the word of God. Exclude for one section of our country anti-slavery if you choose, but leave us New Testament benevolence and good-will and anti-oppression. Exclude temperance lectures if you must and wish to, but leave us gospel sympathies and self-sacrifices and Samaritanism. Exclude all magisterial theorizing and speculation, all sectarian illustrations and expoundings of Scripture, all praying services and all cant; but leave in these fountains of rising power the simple revelation of God to his children—the sublime gift of heaven to earth.

But another question is started, and possibly the answer to this may relieve, to some extent, the dangers arising from agitating the first. The Catholic asks to be excused, not from reading the Bible, but from using the Protestant version of the Scriptures. We feel that such a claim deserves serious consideration at the hands of Protestants, and should be met with a spirit of concession and compromise. While, both as a teacher and as a minister, I would insist on retaining the Bible in school, as neither could I demand that the Catholic be required to read from the Protestant version.

Nor is it necessary that any such demand be urged. If the Catholics allow the reading of their own Bible, it is enough for all the designs of Scripture reading in our schools. But will not confusion arise from an attempt to use two versions of the Scriptures in the same school? We answer none, comparative at all to the mischief attendant upon their exclusion.

In a school entirely Catholic, the Catholic version should be used. This is now done by the unanimous consent of the Board of Education—every one of them Protestants—in the city of Waterbury, and probably would be allowed elsewhere in Connecticut.

If the majority of the members of any school are Catholic, I should assign the reading lessons from their version, and only require the Protestant children to read the corresponding passage in their ver-

sion. In selecting a reading lesson for such a mixed school, I should of course choose those passages in which the distinctive tenets of neither the Catholics nor Protestants, as ecclesiastical systems, are distinguished. And there is enough left, after such rejection, for the use of any school, and much more than any one set of scholars will find time to read.

It may not be an unimportant lesson for Protestants to learn how far these two versions agree. From their great similarity, lessons of selected verses may be read daily from the two versions for a year, and the existence of two versions could not be suspected by even an intelligent hearer.

A good book of Scripture lessons, embracing nearly everything essential to the full development of the Christian scheme, could be compiled from the Catholic Scriptures, and the language of the selections would as often excel that of the Protestant version, as prove inferior to it. It is no insignificant lesson for both Protestant and Catholic children to learn, that the errors of Romanism lie more in the practices of its hierarchy than in the accredited Scriptures containing its faith. We might not be willing to admit the Fathers into the schools, but of the Catholic Scriptures we need have no such dread. Though a Protestant, I am free to confess, that the most hopeful thing we can do for the Catholics who have come among us, is to teach them to read, and at the same time inspire them with love for their own Scriptures and with reverence for their teachings.

We have thus set forth what we suppose to be the true policy for us to pursue, in relation to the use of the Bible in our schools. We should strenuously maintain its use hereafter as heretofore. We would reject every compromise which directly or virtually excludes it. But at the same time we would extend to every Catholic child that wishes it, the privilege of reading from the version approved by his own church; and in a mixed school, we would limit the reading to those selections in which the two versions substantially agree, if this be required.

The paper promised in our last number must, for want of space, be reserved for some future occasion.

H.

DISCIPLINE.

FROM REPORT ON CENTRAL HIGH SCHOOL, PHILADELPHIA, FOR 1853.

THE government of the students has been lodged by the Board of Control with the High School Committee, who have the power, in the last resort, of final dismission, including of course all minor and subordinate acts of discipline. The High School Committee, reserving to themselves the right of final dismission, have committed the ordinary routine of discipline to the hands of the Principal and Professors, subject to a code of rules adopted April 8th, 1851.

These rules are as follows :

1. Breaches of discipline shall be divided into ordinary and special. Under the first of these heads, is to be included everything which hinders the progress of study, and which might be avoided by a due degree of attention on the part of the student, but which does not imply, on his part, a direct purpose to create disorder. Under the second head, is to be included every kind of intentional disorder.

2. The particular acts which are to be embraced under the class of ordinary offenses, shall be defined by the Faculty, and made known officially to the students, from time to time, as the exigencies of the school may require.

3. For each of these ordinary offenses, there shall be, in the first instance, a demerit mark of 1. If the offense is committed after a special warning by the Professor, it shall be so recorded, and there shall be a demerit mark of 2, and an additional demerit for every additional warning. Also, on registering marks for misconduct, the Professor shall notice whether the same offense has been committed on previous days, and shall increase the demerit mark by one for every repetition of the same offense. *Provided*, however, that the mark for ordinary offenses shall not in any case be increased by repetition, or otherwise, beyond 5.

4. The demerit for absence and lateness, unless excused by the Principal, shall be as follows : Five minutes late, 1 ; ten minutes, 2 ; fifteen minutes, 3 ; absent the whole hour, 5. For leave to go into the yard, there shall be a uniform demerit of 1, unless a dispensation has been granted by the Principal.

5. Each Professor, daily, before leaving school, shall register, in the books kept for the purpose, the marks for misconduct which he has made during the day, and the Principal shall see that these marks are read the next morning in the hearing of the several classes.

6. In regard to the second class of offenses, that is, disorder committed purposely to interrupt the progress of instruction, or otherwise specially aggravated, the Professor shall register the fact, but leave the amount of demerit to be determined by the Faculty, at their next stated meeting, and after a hearing of the case. The Professor shall, in each case, notify the student of the charge thus specially registered against him; and every student thus specially registered, shall be required to appear at the next stated meeting of the Faculty, to answer for his offense.

7. The stated meeting of the Faculty shall be every Friday, at 2½ P. M.

8. When the number of a student's demerit marks, during any three successive months of the same term, amounts to fifty, it shall be the duty of the Principal to suspend him until the next stated meeting of the Faculty. If, then, the student and his parent or guardian appear, and give such assurances in regard to the future, as to lead the Professors to believe that there will be a decided reform, they may, at their discretion, re-admit him on trial, or continue his suspension from week to week, until the next stated meeting of the High School Committee.

9. When a student, thus re-admitted on trial, shall again, within the next three months, accumulate demerit marks to the number of fifty, he shall be suspended by the Principal for the period of one month, at the end of which time, the Faculty may, at their discretion, re-admit him a second time on trial, or continue his suspension as before.

10. Every case of continued suspension under the foregoing rules, shall be reported to the High School Committee at their next stated meeting.

11. When a student, on his second, or any subsequent trial, shall again, within three months, accumulate demerit marks to the number of fifty, he shall be suspended by the Principal indefinitely, and the case reported to the High School Committee at their next stated meeting.

12. For any one gross offense, which in their opinion seems to require it, a student may be suspended by the Faculty, for a period not exceeding one month, and by the Principal, until the next stated meeting of the Faculty.

13. All suspensions, whether by the Principal or the Faculty, shall be recorded on the minutes.

14. The Faculty may, at any time, and during any stage in the

process of discipline, recommend a student to the High School Committee for final dismission.

15. All students under suspension, may be permitted to attend the examinations for promotion, at the end of the term, and in case of their not doing so, they shall be put back into the next class, without examination.

16. When any class, or any student, has behaved throughout the week with marked propriety, the Faculty may, by vote, and at their discretion, remit a certain number of the demerit marks of that class or student; such remission not to operate to the canceling of future marks, or of marks given for special and intentional disorder.

17. No student shall be advanced with his class, at the end of the term, who shall have a term average of less than 50 for G. and H., 55 for E. and F., and 60 for B. C. and D.

18. No student shall be recommended to the degree of Bachelor of Arts, who shall have a final average of less than 60.

19. A student may be promoted to a higher class, at any time, by a vote of the Faculty, if, in their opinion, his age and his general attainments are such as to make it expedient; provided that he be required, at the end of the term, to stand an examination upon the studies of both classes.

20. Every case of copying, or unfairness of any kind, at the written examination, shall be referred to the Faculty, and if, in their opinion, the fact be established, the student shall receive 0 in that study in which the unfairness occurred.

In carrying out these rules, the following routine is ordinarily observed: A monthly report is sent to each parent, by which he is kept regularly advised of his son's conduct and standing in his class. Parents, however, are often extremely careless in regard to these reports, signing them as a matter of form, without paying any attention to their contents. Hence, students in the younger classes often run up a large account of demerit marks through the mere thoughtlessness of youth, and so become liable to serious discipline, before the parent is at all aware of it.

When this is found to be the case, it is customary to send the parent a notice like the following:

HIGH SCHOOL, 185

SIR:—
 Your Son, -----
 has already accumulated such a number of demerit marks that he is in danger

of being suspended, under Number VIII. of the printed rules, a copy of which is inclosed.

As this notice is the first step in a course of discipline, which may end in his being dismissed from the School, and as it is important that you should understand clearly the state of the case, and the steps necessary to prevent such a result, an immediate personal interview at the School is requested. The necessary explanations can not be obtained except at the School, and during School hours, when all the Professors are present.

Very respectfully,

Your obedient servant,

JOHN S. HART, PRINCIPAL.

At the interview which follows this notice, the record of demerit marks is shown to the parent, and the nature of the disorders particularly made known. The parent's attention is drawn to the importance of resisting the beginnings of evil, by correcting transgressions as they occur, day by day, instead of leaving them to accumulate until the evil becomes so large as to be practically unmanageable. To assist the parent in this matter, I undertake to furnish him with a daily report of his son's delinquencies.

The sending of a daily report puts it into the power of the parent to keep his son constantly in check, and to accomplish the necessary change by uniform and steady pressure, rather than by a sudden and violent wrench. By this means, in the great majority of cases, not only is a suspension prevented, but a permanent change is effected in the habits of the student.

In every case, also, of suspension, under the rules, the student while under probation, takes home a daily report in a form very similar to the one just quoted, so that the parent is kept constantly advised of his progress.

SCHOOL DISCIPLINE.

SUGGESTIONS FROM TEACHERS ON THE SUBJECT.

SCHOOL discipline means a great deal. It makes acquaintance with the thoughts, impulses, motives and aims, and, as they severally need, it gives them sympathy, encouragement, or restraint. It has very much to do, then, with laying the foundations of character and with building upon them.

In its mildest and truest import, it has so much to do with education that it is almost its synonym. It is, therefore, of the highest

importance that the views of teachers be definite and enlightened on this subject, and their practice judicious.

The teacher is doing the greatest work that can be done in this world, whether he knows it or not. The results of his influence are of the highest importance, whether he be in earnest or indifferent. Negligence and devotion are equally fruitful in consequences. If his endeavors are to be successful, and his labors a blessing, he must have distinct and definite aims in the beginning.

We should hardly commend the wisdom of a merchant, who should freight his ship with whatever commodities he chanced to find, give his sail to the winds and let them blow him whither they would. He would hardly reach port, but if he did, he might find that he had taken his "coals to Newcastle," or his sugar to Cuba. All random work is ruinous work.

We should think it *indispensable* for the successful merchant, in the very beginning, distinctly to decide as to his *destination*; then carefully to select every package in his cargo with reference to his *destination*; then to enter upon and prosecute his voyage with a constant regard to his *destination*. And if this is not distinctly apprehended in his own mind in the very beginning, all his subsequent labor is wholly lost.

So with the mechanic. If he wants an apparatus for measuring time, he makes a *watch*. If he wants a machine for passing a few thousand tons of men and merchandise across a continent, he makes a locomotive and *not* a watch. In either case the *end* is definitely and clearly seen from the beginning. Every individual movement of the strong arm or delicate fingers in forging, fashioning and adjusting is made with reference to *the end seen from the beginning*. Suppose a skillful artisan, without any definite object in view, to be diligent in making all sorts of beautiful mechanical contrivances; would he need to wonder at the final uselessness of his rubbish? Then surely will the teacher who is expending so much energy *without definiteness of purpose*, fail to realize the highest and best results of his labor. No labor is more fruitless and foolish than aimless labor. It is as true of the teacher as of anybody else. Every recitation and every act of discipline should be made to have a bearing upon some important and definite object as the final result of the whole. And he who has no *definite principles* or *ultimate objects* in his discipline, or who has no well settled plan of government and influence, but rules and regulates at random, will find in the end that he has spent a great deal of strength for naught.

Entertaining these convictions, we have thought that a series of letters from different teachers, combining the results of their various experience, and furnishing a complete statement of their own systems of discipline, might be suggestive and helpful to all of us. We have received several communications of this character, for which we return our very sincere thanks: we hope to receive many more. We propose to continue to publish in the next one or two numbers, letters from teachers in charge of Primary and Intermediate schools; next, those from teachers of Grammar schools; and lastly those from High school teachers. We respectfully solicit communications from teachers of every grade, whether residing in the state or not, reserving, of course, the liberty of using the whole, or a part, or none at all of any letter, as shall seem best.

Communications on *this subject* may be addressed to Mr. F. B. Perkins, publishing agent, Hartford. Among the letters in our hands is a very interesting and valuable one from a female teacher in Birmingham. We should be very happy to give it to our readers without delay, but as it is evidently a chapter of Grammar school life, we must reserve it for a later number.

The following letters are from earnest and useful teachers.

C.

Mr. C.:—At your request I give you my views and methods of school discipline. I know of no way in which I can better do it than in giving the history of a school in which I was engaged for several months. For six months previous to my entrance into the school, it had been taught by a son of the Emerald Isle, one who could but very imperfectly speak our language, and withal profane and immoral. Such was my predecessor; and in the description of him, you have nearly the true character of most of the other teachers who had taught there.

The words of one who said, "As is the teacher so is the school," were verified in this instance, for I found the pupils to be a fac-simile of their former instructors in speech and manner. The school was proverbial for its disorder and profanity. The older scholars had always united and bound themselves by a promise never to report each other's conduct under any circumstances whatever, and had threatened the younger ones in such a manner that they dared not report anything even to their parents.

Many of the pupils would absent themselves from school for two, three and four days in a week, as it seemed most convenient or pleasing to them, and when present their lessons were sadly neglected.

They would often leave school at the recess without permission, because of a difficult or unlearned lesson that was to be recited. During school hours the pupils were accustomed to whisper, talk and laugh whenever they felt so disposed. They had been punished so often and so cruelly that they felt that a whipping was no disgrace, and cared less for it, than most children would for a reproving word.

The first attempt toward organizing was to classify the scholars, and give each something to do. This was somewhat difficult, as there were nearly as many different kinds as there were different faces; but new books were soon procured and placed in the hands of the scholars. Now came the time that tried the soul. Out of sixty pupils from the age of four to nineteen, not more than two or three had the least idea of what it was to study, and I think not over six could tell the boundaries of the state of Connecticut. The only remedy applied, which seemed to have in any considerable degree the desired effect, was repeated reviews, and continually questioning the scholars and presenting something new and interesting to their minds. This had also a great influence on their deportment in school; for as they became interested in their studies, they had less time and inclination to engage in many of the foolish and idle habits to which children are addicted. As this interest increased they absented themselves from school less frequently. The evil of staying out of school was also remedied, in a great measure, by endeavoring to fill their minds with a desire for knowledge, which was sometimes done by comparing the character and condition of the ignorant and debased with that of the intelligent and refined; sometimes by showing them how much happier and more capable of doing good they would be; and a higher motive still, that they had minds which God had given them and commanded them to cultivate.

Talking and laughing in school were immediately forbidden, but whispering was not, though the evil effects of it were repeatedly pointed out to them, and many were led to see and feel that it was wrong. The plan of having each one report himself or herself, (condemned by so many teachers,) was of great assistance to me. Yet it was only rendered so by continually laboring to inspire the pupil with a love for the truth and abhorrence of a lie, which they seemed to gain daily, and when I left the school there were some who held an untruth in such detestation that the temptation must indeed have been strong which would have led them to speak what was not strictly true.

There was one thing which was a source of great anxiety and

trial. It was the habit which the pupils had of using unchaste and profane language. They had been so accustomed to making every wrong act a profound secret, that I was fearful of failing in any attempt to suppress or lessen the progress of this dreadful evil. Again I tried the reporting system, asking each one to report all improper language. At first only a very few were willing. I tried to show them the awful consequences of indulgence in such habits, and told them that all reports were to be given in a spirit of kindness, and with the desire to do good to each other. All seemed to be moved as by some unseen power, and signified their willingness. For several successive days much time was occupied in talking and remonstrating with the guilty ones. An appropriate passage of Scripture read and explained to them had the most powerful effect. Often did I leave the school-room almost in despair, yet with the feeling that I must persevere. Being convinced that corporal punishment would be of no avail, I did not make use of it except in one or two instances where the habit was persisted in; yet it was nearly three months before I used it at all. During that time I had succeeded in impressing upon the minds of the pupils what a disgrace it would be to be thus punished.

Though much more might and ought to have been done than was done, yet the school was greatly changed.

Respectfully yours,

E. H.

Mr. C.: Sir:—At your request, I will endeavor to furnish you with as complete a statement of the course of discipline pursued in my school, as I can prepare.

I have adopted but few rules, and in every instance insisted upon prompt and implicit obedience. I have endeavored to inculcate habits of truthfulness, diligence and conscientiousness, by making the principle of *right* the governing motive of the pupil's actions, and by repeatedly reminding them of their accountability to one infinitely greater than any earthly teacher.

I have known of only one falsehood's having occurred since my connection with the school where I am now teaching, (a period of ten weeks.) Then the offender, repentant and mortified, was stationed before the school, studies were suspended and attention requested. I then endeavored in as brief a manner as possible, to explain the enormity of the offense committed, and the punishment which must eventually follow if it were not repented of. My forgiveness and that of the school was then sued for and readily granted,

together with the promise that the guilty one should be again reinstated in our favor and confidence. As a punishment for absence and tardiness, the delinquents have been detained thirty or forty-five minutes after school, unless I had received an excuse for such neglect from the parent. In order to secure *diligence*, studies and recitations have been so arranged that each pupil shall constantly have something to do, and an appointed time in which to do it, and then if a scholar fails or gives indication that he is not *well* acquainted with his lessons, he is requested to remain after the others are excused, until they are thoroughly committed and promptly recited. That the school-room may be kept perfectly quiet, scholars are never expected to speak, even in a whisper, within its walls. All are requested to study with closed lips, and when passing to and from recitation to form in regular order, and march on tiptoe. Permit me here to mention a little incident which occurred a few days since, rather mortifying, it is true, to the teacher and offender at the time, but quite amusing to the spectators. It is this: I had noticed that in a few instances the injunction to "walk on tiptoe" had been disregarded, and in order to remedy the evil it was at last announced to the school that the next individual who should be detected walking otherwise than as has been already indicated, should as the penalty forfeit a boot or shoe. The threat was carried into execution, and the offending article placed in a conspicuous position as a warning to others. Just at that moment, oh! shocking to tell! the door opened and several distinguished friends of education walked in. The boot was not, as the wicked brain of the teacher at first suggested, thrown into the stove or out of the window, but was quietly pushed down on the seat where it had been left, in order to make room for the visitors to sit, while the woe-begone face of the young Romeo plainly indicated that his heart was sighing for a boot upon that foot. I have penned the above actual circumstance, hoping that it may prove of benefit to those of my fellow-laborers who are so unfortunate as to be troubled with scholars who wear boots, and am happy to add that as far as my experience is concerned, the above-mentioned plan has succeeded admirably. For the few cases of whispering which have fallen under my notice, the same mode of punishment has been adopted that I have mentioned for other offenses, viz., detaining the guilty ones in their seats after the others have left for home. An excellent method for preserving cleanliness in the school-room, I have found to be, writing at the close of each half-day, on the blackboard over my desk, the names of those who upon

examination were found to have bits of paper, dust, &c., scattered under their desks.

This plan might not operate as successfully in schools of larger growth. By way of encouragement to those who are striving to do right, at the close of each week, those who have received no marks for absence, tardiness, misdemeanor, or imperfect recitations, receive a public expression of approbation in form of a printed card. It was once a custom of mine to deprive children of their recess for improper conduct, but every pupil is now required to pass out and remain in the yard during the fifteen minutes allowed for recess, then, when the signal is given, they are expected to form in a line, in the yard, and march to their seats in the same manner as when passing from a recitation. By requiring all to pass out at recess, they are thus permitted to breathe pure fresh air (a privilege, indeed, which they should not be deprived of, at any time) and take a sufficient quantity of healthful exercise. Thus are they enabled to return to their studies with renewed strength and pleasure, and, without doubt, accomplish with greater ease, twice the amount of labor they would otherwise have done. Now is it not the duty, and should it not be the study of every true and devoted teacher to leave no means unemployed by which they may secure the temporal as well as spiritual health and happiness of those immortal ones who are placed in their care to educate for eternity?

S. A. C.

TEACHERS' DANGERS.

NO. I. A REEF.

THE mariner embarking on an untried sea, carefully examines his charts, desiring to avoid every danger. Whoever adds to the accuracy of the chart by noting reef, whirlpool or shoal, discovered by unfortunate experience or more agreeable observation, does so much for the good of his fellows. Accordingly every captain has his "log-book." The record of many voyages by many sailors is combined. The chart is formed and all have the benefit of each one's experience.

If sailors find this a wise course, may not teachers? Who, then, will help to draw a teachers' chart? For my part I propose to point out one of the reefs lying almost in our path. Our vessels are

constantly coming in contact with its jagged points; some pass lightly over; others are obliged to repair serious damages, and not unfrequently one becomes a complete wreck. I will name it—Law. In plain English it is Discipline by means of Penalties.

The teacher who has most to fear from this reef is a descendant of the Puritans and inherits much of their nature.

His own character is unspotted, and in every action he aims to be governed only by the highest principle of duty. This, also, he expects all others to do, especially all who are put under his authority. Punctual to every appointment, he insists on the most perfect punctuality. Prompt himself, he despises hesitation; generous, he abhors meanness; truthful, he classes every equivocation with downright falsehood, perhaps even considers it worse; self-denying, he regards every kind of self-indulgence as open sin; a model of moral uprightness, he stands before his pupils to claim their obedience and love as his right. His province is to *teach* duty, theirs to *do* it. Manifestly his is the easier part. But finding soon his pupils more ready to follow their own inclinations than his precepts—which are drawn from the Bible and which his conscience ever approves—he reasons in this wise: My pupils know what I tell them is right. They ought to do every known duty. They *must*, or suffer. He “will lay judgment to the line.” Strict, stern, unbending *justice*, not the true lodestone, has touched his compass, and it veers from the right course. He heads direct for the reef.

Now comes up some violation of rule; a penalty is adjudged: next some slight inadvertence, and the same method is resorted to: then a serious offense meets a more serious punishment; every peccadillo is treated on the same plan. The standing of the pupil in such a school varies according to the amount of punishment or penalty he receives. The maximum is absolute perfection, or *no* penalty—that list is small; the minimum is only limited by ingenuity in devising penalties.

There is nothing to incite the pupil; no motive put in practice but fear; all others *preached* effect nothing; the only wrong known is *what brings punishment*; the only right, whatever avoids it. The whole process hardens the young soul in evil. What would become of man if the Universal Ruler acted alone as *justice* dictates?

The teacher *will* find trouble, but again he reasons—I told them beforehand the rule and the penalty; they have disobeyed; they ought to suffer; they must, and learn. He has done justice and conscience is satisfied. Indeed, he can not conceive that he has

erred. Now he braces himself to meet the trials that thicken around him. He plants himself as a rock in the midst of the sea, and says to the waves of anger, and the long, deep swells of hatred that dash against him, Come on; I am firm; do your worst; and manfully he buffets the billows which cover him with angry foam.

But the solid granite is worn by the dropping water; the rock whose foundation is not firm will be undermined. So the teacher governing by penalties alone will be wasted by the agitation himself has caused. Shattered nerves, aching head and a sinking heart will weigh down his spirits and wear out his strength, till he bows to let the waves roll over him, and confesses—Alas, I too am human, and to be human is to err.

Teacher, how goes your school? Smoothly, prosperously? Then keep your helm steady. Rejoice not in your boasting; yet you should rejoice. But if it is otherwise; if you find troubles daily increasing; if you eat the bread of care; if anxiety is shaping wrinkles on your own brow, and dislike shaping scowls on those of your pupils; if you long for the day to end, then it is time to consult your chart. You may be steering by an imperfect compass; you may be now among the breakers. If so, put the helm "hard down," lest you strike on the reef of Law.

F. C. B.

Resident Editor's Department.

OUR STATE TEACHERS' ASSOCIATION.

THE next semi-annual meeting is to be held at New Haven, commencing at 2 o'clock, on the 9th of May, and closing on the evening of the following day. The board of directors have made arrangements for a good programme of exercises, which will be published in due time. It is fortunate that the meeting is to be held in New Haven while the legislature is in session there. We wish to make the acquaintance of our law-makers. We wish them to understand what we are doing and what we propose to do. The people of Connecticut are beginning to demand some progressive legislation on the subject of education. The people are beginning to understand that there are defects in our system which legislation alone can remedy.

Our Association is becoming a power in the state. If we are true to our course it will be an efficient power for good; but if we would

accomplish anything we must *act*. I mean the friends of educational improvement, whether teachers or not.

We must not wait for something "to turn up," but go and turn up something. We have only to agitate the subject of educational improvement, to disseminate information respecting it, in order to gain converts to it.

The meeting at New Haven will afford a rare opportunity to give the cause a new impulse. Fellow-teachers, shall not every school society in the state be represented on that occasion?

Is there a teacher who thinks he can not afford the expense? If there is, we would assure that teacher that he is pursuing the wrong policy. Those teachers who have expended most liberally for this object will tell you that they have found it a good investment, in a pecuniary point of view, to say nothing of the higher considerations. We could name a teacher who has spent for the cause, within eight years, the sum of eight hundred dollars. That teacher began with the salary of \$300, and now the people in the same place pay him \$1500, rather than be deprived of his services.

The presence of the ladies at such a meeting can not be dispensed with.

It is understood that they will be entertained gratuitously by the good people of New Haven, whose hospitality did so much to give success to the meeting of the American Institute at that place last August. If you have not seen the Webster School, a visit to that will pay you for the trouble of coming to New Haven, and all other advantages will be so much clear gain. Let the live teachers stir up the dead ones, and encourage them to attend at least one teachers' meeting, and let that one be the meeting at New Haven, on the 9th and 10th of next May.

We have received from an esteemed correspondent an intimation that Dr. Comstock claims to be the first inventor of the jet and ring experiment, mentioned in our January number. The words "first inventor" were our own, and an inadvertence. Dr. C. expressly disclaimed to us the discovery of the experiment, and, indeed, mentioned to us that Prof. Olmsted had exhibited it; which facts had escaped our memory at the time of the writing. We are glad to be corrected in this or any other error.

Contributors to the Journal are requested to forward their articles to the Resident Editor, at New Britain.

WHAT IS DOING FOR THE IMPROVEMENT OF SCHOOLS
IN CONNECTICUT.

NEW HAVEN.

NEW HAVEN has long been famous as the seat of one of the most ancient and distinguished of our American colleges. For nearly a century and a half the classic shades of Yale have been her ornament and pride, and for many years she has had numerous private schools of the first class, furnishing rare facilities for education to such as possessed the means to pay high rates of tuition.

But her public schools received but little attention: they were suffered to languish in neglect. They were not graded, and were little if any superior to the poorest district schools. The Lancasterian school, under the charge of Mr. Lovell, constituted the only exception to this general description.

But a new era has commenced in the public schools of New Haven. She has undertaken in earnest the establishment of a model system of schools, and we believe she will succeed in the enterprise. She has taken the first great step, and the succeeding ones will be comparatively easy.

The establishment of the Webster School has demonstrated to the people of New Haven the entire practicability of making their public schools good enough for the wealthiest, and cheap enough for the poorest.

We have visited this noble school several times, and we have no language adequate to express the satisfaction these visits have afforded. It is not only an ornament to the city but to the state. It contains five hundred pupils of all grades, and may well be denominated a model school. The building combines every requisite of a perfect school-house. The new wing for the accommodation of the grammar department is a model building, and is unsurpassed by any within our knowledge.

Of the teachers it is sufficient to say that they are qualified for their places. We say to teachers and others interested in the improvement of schools, visit the Webster School.

From the able and interesting report on the schools of New Haven, by the acting visitor, Col. James F. Babcock, who has taken the lead in this movement, we are happy to transfer the following more particular account of the school.

"The desire was to proceed with moderation—to complete first one school building, and organize one school which should be acceptable to the public, and which should, in short, be regarded as a *MODEL SCHOOL*.

"To this end the Board and the District Committee proceeded to mature the plan of the building at the corner of George and York streets. They added to the former structure a new building with two spacious rooms, capable of seating, without crowding, one hundred and twenty pupils in each. The architect was Mr. Austin, assisted by the Chairman of the District Committee, Augustus Lines, Esq., who superintended with great care and efficiency the construction of the building. It is substantially a copy of the edifice erected for the Hartford High School, with such improvements as were suggested by the examination of school-houses in other places that were visited by the Chairmen of the Committees. The new school-rooms are each forty-three and one-half feet by forty-eight feet, with ceilings sufficiently high to give the best effect to the voice in school exercises, and with the aid of ventilators to keep a constant supply of pure air in the rooms. In addition, are two recitation rooms, on each floor. They are not all used now, but will be when the pupils are sufficiently advanced in the elementary branches, to warrant the introduction of higher studies and one or two additional teachers. The institution is now organized into four distinct grades or departments, and in one of the rooms connecting with the two main buildings is still another school, containing the pupils who could not be accommodated in the other departments, so unexpectedly numerous were the applications for admission to the institution. This fifth school is only a temporary organization. It may be necessary to make it a distinct grade, or it may be deemed expedient to make it a part of one of the existing grades. Circumstances yet in the future will determine its character.

"There are then, besides this fifth school, four distinct departments or grades. The lowest is the *PRIMARY DEPARTMENT*; the next, the *SECONDARY DEPARTMENT*; the next, the *INTERMEDIATE DEPARTMENT*; the next, the *HIGHEST DEPARTMENT*, (or *Grammar School*.) Pupils pass from the lowest to the highest department according to their good conduct and ability to sustain the requisite examination. By this system, better motives to excel, than the fear of the rod, are constantly appealed to, although this scepter of authority is by no means beyond the reach of the teachers in cases of emergency. A careful record is kept of all delinquencies, as well as of all recitations, and the standing of a pupil is determined, not by the partiality of a teacher, but by the footings of the figures. The moral effect of this system of school government can not be fully seen in the first term, especially among scholars to whom it is now new, but the close of a term will show them the consequences of time lost or time improved, in an exhibition of figures which decide their standing and make it known to their parents and all others who may examine the records. Besides all this, they will know that tardy attendance, frequent absence without sufficient cause, improper deportment and neglect of studies, will cause them to be sent back to lower departments, and for gross misconduct, or repeated willful neglect, to be suspended from school. The effect of this discipline, as experience shows, will eventually result in infusing a spirit of cheerful emulation into every department of the school. Already this spirit prevails in the institution to a greater extent than the most sanguine of your Committee had anticipated, in view of the general disadvantage under which most of the pupils of our public schools have heretofore labored.

"The following are the studies at present pursued in the WEBSTER SCHOOL:

"PRIMARY DEPARTMENT. Reading and Spelling and exercise in the Elementary Sounds of the language, Mental Arithmetic, Drawing on Blackboard's, Printing on Slates, learning the Lord's Prayer, Punctuation, learning Roman Characters and Arabic Characters, and Singing.

"SECONDARY DEPARTMENT. Reading and Spelling and continuation of the practice upon the Elementary Sounds, Mental Arithmetic, Drawing, Geography of Connecticut, orally taught, and easy Geographical Definitions, with first use of Globe, Simple Exercises upon Slate and Blackboard in Addition, Subtraction, Multiplication and Division, Singing.

"INTERMEDIATE DEPARTMENT. Reading, Spelling and continuation of practice upon Elementary Sounds, Mental Arithmetic, Arithmetic thoroughly as far as Fractions, Geography of the United States, and Geographical Definitions, Map Drawing, History of the United States, Grammar, and Analysis of simple sentences, Writing, and in the First Division, Composition, Declamation and Singing.

"FIRST DEPARTMENT OR GRAMMAR SCHOOL. Reading and Spelling and thorough analysis of Elementary Sounds, Mental Arithmetic and Higher Arithmetic, Elementary Algebra and Geometry, Geography of Europe, Asia, and Africa, Map Drawing, Physical Geography, History, Ancient and Modern. Grammar, and Analysis of Language, Writing and Astronomy, Natural Philosophy, Composition, Declamation, the general principles of Philosophy and Singing.

CORRESPONDENCE.

DEAR SIR:—The Journal comes regularly, and I herewith send the amount of my subscription. I think every young teacher ought to read it, and hope there are none of this class that will not subscribe for it.

Yours, &c., H. N. J., Durham.

So hope we. When school visitors examine teachers, they ought to ask them how many Teachers' Institutes they have attended, if they belong to any association of teachers, and if they take any educational journal.

"Now look on this Picture."

"The pursuit of knowledge under difficulties." The case calls loudly for our commiseration. Poor, oppressed victim! Of what use is the Declaration of Independence if one can not be permitted to enjoy his ignorance unmolested, under his own vine and fig-tree? Has not the man his "stiffket?" What other qualifications does he need for the training of immortal souls? Hear him his "tale unfold." The italicizing is *ours*; the orthography and punctuation *his*.

FEBRUARY 25th, 1854.

SIR:—I have for some time been wondering why it was that those Common School Journals should continue to come. At the commencement of the year 1852 I began taking the Journal; I agreed then to take *them* for one year only, hoping that at the end of that time they would stop; but they continued to come. I wrote to have them stop, but without success. I then concluded that the books that have been coming *were* only reports. But I see that in the last number there was a notice given for those in debt to send on; therefore I thought it best to remail the last two numbers. But the Post Master advised me to *wright* again, and then if it was your request to send the books. I shall therefore follow his *advise*, and try once more to have them stop, for I feel myself under no *obligtion* to pay for the numbers that have come since the *begining* of the year 1853. I would therefore wish that if they continue to come you would explain to me the reason why they do continue.

Yours with respect, — — —.

The following does very well as a set-off to the preceding.

DEAR SIR:—Though I am now laboring in a neighboring state, and in a university, yet I boast myself a son of Connecticut, and the Common School enterprise in Connecticut is my chosen field of labor; I hope ere long to return to that field.

I send you inclosed two dollars for two copies of the Journal; I wish you to continue one to me, and the other I wish you to send to some parent or school committee whom you may think it will benefit. A *teacher* who has not enterprise enough to *subscribe* for it, would, I fear, be benefited little by it, were it gratuitously bestowed upon him.

The writer of the above is about the only *first-rate* teacher our schools lost the last year, so far as we know. We shall be glad to see him among us again.

DEAR SIR:—The Teachers of Thompson have had a flourishing "Association" the past winter. It was the first effort of the kind in town. Our schools are admitted to be the best in the county and our Teachers among the most enterprising. But pecuniary encouragement is not sufficient to retain them, and as soon as they are fairly initiated we find them scattering to other states where their services will be better appreciated.

They do not stop in Connecticut.

PELOPIO.

And so our good brother Pelopio orders his Journal directed to Troy, N. Y. We are sorry to lose him from the state. But we think he is not quite just. We think the imports of good teachers into Connecticut during the past year are quite equal to the exports. We have had on hand, for several weeks, an application for just such a teacher as our correspondent is, to go to one of our cities, at a fair salary, but did not know that he wished a change. We have had to import several graduates from the New York Normal School, our own supply being short.

We so highly esteem the good opinion of our enterprising Ohio brethren, that we venture to quote a few lines from some of their letters.

DEAR SIR:—Permit me to express the pleasure it gives us in Ohio to see the movements you are now making in Connecticut, and especially the ground your State Teachers' Association is taking, and the agency it has created for the furtherance of its objects—the Common School Journal.

A. D. L., Columbus, Ohio.

DEAR SIR:—I am very highly pleased with your Journal; I think it a credit to the state. Inclosed is a dollar for the current year; I hope to be able to send for several more copies ere long.

J. L., Circleville, Ohio.

DEAR SIR:—Inclosed please find one dollar for the continuation of the "C. S. Journal." I am much pleased with its new appearance. I sincerely hope it may meet the most sanguine expectations of its friends.

J. O., Ohio Wesleyan University.

ITEMS.

Punctuality.—Of the one hundred and eighty different pupils in the upper department of the grammar school for girls in Chelsea, Mass., one hundred and twenty have not been tardy once during the whole year; the average absence does not exceed *two per cent.*

Our State Teachers' Association.—The next semi-annual meeting will be held in New Haven, commencing at two o'clock P. M., on the 10th of May, and closing on the evening of the 11th.

Provision has been made for two lectures on each day. The afternoon of the second day is to be devoted to short addresses by some of the most distinguished friends of popular education among us. The particulars of the arrangements will be given in our next number.

The next semi-annual meeting of the Ohio State Teachers' Association will be held in Zanesville on the 5th of July.

The next Annual Meeting of the American Institute of Instruction will be held at Providence, R. I., in the month of August.

H. H. Barney, Esq., State Commissioner of Common Schools of Ohio, has entered upon the duties of his office. His address is Columbus, Ohio.

The State Reform School of Connecticut has been organized and put in operation. It is located at Meriden.

The next session of the Normal School will commence on the third Wednesday of May. Persons desiring further information in regard to terms, &c., will please address the Associate Principal at New Britain.

NOTICES OF BOOKS.

National Education in Europe. By HENRY BARNARD, LL. D., Superintendent of Common Schools in Connecticut.

We subjoin to this notice the circular of publication of Mr. Barnard's work on Education in Europe.

This book contains an unprecedentedly large and interesting mass of information, practical, theoretical, general and detailed, upon the present condition of the schools and school systems of Europe. It abounds with minute accounts of the conduct of recitations—the scarcest species of educational literature—and with interesting anecdotes of men and things concerned in education.

No book has come under our observation, during some experience in educational researches, so full of useful information and so fruitful in suggestions for the teacher, and at the same time so valuable as a component part of a miscellaneous library. The mass of its detail and the authenticity and scope of its research, give it an almost encyclopedic value.

CIRCULAR.

To School Officers, Teachers, and Friends of Educational Improvement in Connecticut.

Your attention is respectfully requested to the following statement.

THE REPORT ON EDUCATION IN EUROPE, by Henry Barnard, Superintendent of Common Schools in Connecticut, a volume of 896 closely printed pages—of which the Preface, Table of Contents and index to subjects treated of, are herewith transmitted for your examination—was prepared with special reference to aid the cause of educational improvement in this state. To secure its more general dissemination in the different school societies, the undersigned is authorized to publish an edition of three thousand copies, which will be furnished, neatly and strongly bound, in packages of not less than five, or more than twenty copies for any one society, at one dollar per copy, (which is less than one-half the actual cost of publication,) until the edition is exhausted.

It is the wish of the author that the report should be widely disseminated, and to secure that, the undersigned is authorized to present a copy to the person in each society who will procure at least one subscriber for each district, or order at least one copy for a library, or teacher, or school officer in each school district in such society.

Every order must specify the names of the individuals to whom the several copies are to be addressed, and the manner in which the package shall be sent.

Every order must be accompanied with a remittance for the number of copies ordered, at the rate of one dollar per copy.

No order will be answered for less than five copies, to be sent in one package at the expense and risk of the person ordering the same.

FREDERIC B. PERKINS,

No. 10 Post Office Building.

HARTFORD, December 31, 1853.